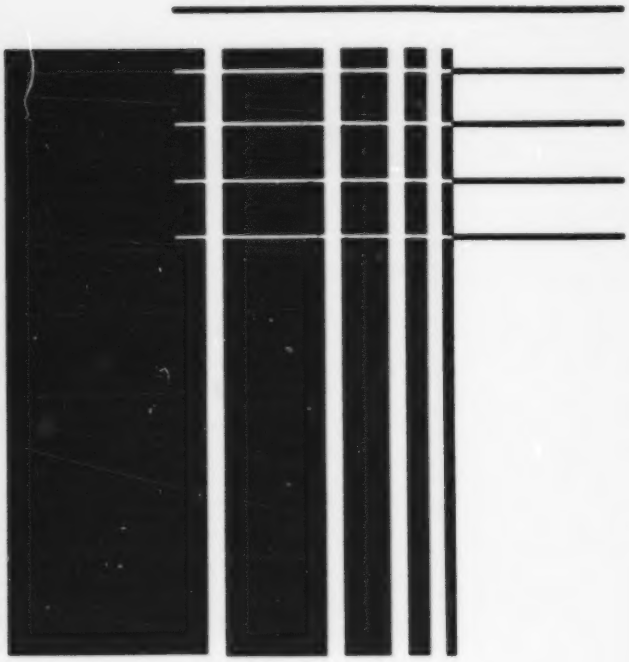
Challenges to the College and the College System



Study Team 4 Final Report

VISION 2000

91-00136/

Vision 2000 is a review of the mandate of Ontario's Colleges of Applied Arts and Technology. It is coordinated by the Ontario Council of Regents and was initiated by the Minister of Colleges and Universities in October of 1988.

A Steering Committee, with broad-based representation, was established to guide the Vision 2000 process. Consultation, with a wide variety of stakeholders, and research was handled by five study teams. Study Team 1's task was to provide an empirical snapshot of the current college system and its external environment. Study Team 2 examined the role of colleges in our changing economy, while Study Team 3 looked into ways that the college system could promote access and educational support for diverse learners. Study Team 4's purpose was to study the challenging interrelationships of quality, accessibility and efficiency. For Study Team 5 the research and consultation focussed on the linkages between colleges and other educational institutions.

The Final Report of Study Team 4 is the outcome of the deliberations of the members of Study Team 4, Chaired by Keith McIntyre. This Final Report does not necessarily represent the views of the Vision 2000 Steering Committee, the Ontario Council of Regents, or the Government of Ontario.

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Study Team members participated in Vision 2000 as individuals. There is no implied or necessary connection between the opinions expressed in this Final Report and the positions or policies adopted by the organizations with which Study Team members are affiliated or employed.

Acknowledgments

This Study Team 4 Final Report represents the combined energies of many people who care about the college system in Ontario.

I wish to extend a very special thanks to the Study Team 4 members who contributed thoughtful perspectives, and who were involved in research and consultation. I also wish to express my gratitude to the hundreds of other people from the college system who were an integral part of our team's work through their participation in the "Mini-scan" and "Imagine Your College" projects and the regional focus groups. Responses and submissions from these consultations provided our Study Team with invaluable information and ideas.

We have tried our best to weave the ideas and contributions of the many participants in our process into this report. My hope is that the contributors will find their insights throughout the text and in the footnotes and appendices.

Thanks also to the writers of our background papers, George Allan, Terry Dance, Roy Giroux, Harv Honsberger, Norman Rowen, Irene Ross, Michael Park and John Taylor. Lastly, we appreciate the assistance from other Vision 2000 staff and study team members, and the very helpful staff at the Ontario Council of Regents.

Keith McIntyre
Chair
Study Team 4

Introduction

> History will gauge this generation primarily by what we have done with our human resources and our human values. If we do not cultivate the best in our people and fully utilize our human resources, we become a wasteful society regardless of what else we do.
>
> The waste of our human resources is not only a national embarrassment, but in a rapidly changing world it is also a threat ... a disabling disadvantage in the world economic competition ... Any new attempt to revitalize our economy or our educational system will fall far short of its goal unless we place a high value upon cultivating excellence and the full development of our human resources.[1]

Background and Purpose

Study Team 4 was asked to examine the nature of the service colleges provide to Ontario, who will need that service and how the colleges can effectively and efficiently provide this service. As well as developing its own material, the Study Team has had the opportunity to consider the information developed by other Vision 2000 study teams. The analysis and recommendations developed by Study Team 4 are informed by the views of students, college staff and other stakeholders in the college system who participated extensively in our work.

Study Team 4's recommendations are aimed at improving both the learner-centred character of college education and the links between colleges and the many communities they serve. The aim is to make the college system even more responsive and accountable for quality, access and efficiency.

Participants and Process

Study Team 4 was composed of 17 volunteers (see Appendix 1). The vast majority of the members represented a college or a government ministry.

The Study Team wanted to share information and discuss needs with both those providing college services and the people affected by those services. We designed a

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1 Parnell, Dale, The Neglected Majority, (Washington, D.C.: The Community College Press, American Association of Community and Junior Colleges, 1985), p. 172; cited in Rowen, Norman, "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change" in Challenges to the College and the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990b.

process to generate information from students, alumni, support staff, faculty, management, advisory committees, boards of governors, labour, employers, and community representatives. As well, the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO), the Ministry of Colleges and Universities (MCU), the Council of Regents and other governmental agencies at the local, provincial and national levels were seen to be stakeholders. In all, we consulted with over 1,000 people representing all colleges and constituencies.

Some of these stakeholders were approached more directly by other Study Teams. Several employer, professional and labour groups made direct submissions to Study Team 4, and more often to Study Team 2. Many people from communities and community agencies made submissions to our study team, as well as Study Team 3. And several representatives of school boards and universities shared ideas with our group as well as their main Vision 2000 contact, Study Team 5.

Study Team 4 used a variety of methods to generate and gather information. One strategy involved preparing a discussion paper[2] and then gathering reactions to the paper in a series of eight focus groups across the province.[3] A second strategy involved asking people in the colleges' communities — students, people within communities, employers, and college personnel — to be proactive and submit their visions about the colleges' strengths and problems, and their solutions and recommendations for change.[4] This innovative approach, and the wealth of responses it evoked, marks an aspect of the colleges that needs to be noted — their openness and readiness for change. As well, an informal instrument, the Mini-Scan, was used throughout the college system to gather ideas about major societal changes and how these might affect the colleges.[5]

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2 Rowen, Norman, "Pressures for Change, Opportunities for Development," (Toronto: Ontario Council of Regents), April 1989.

3 Rowen, Norman, "Most Things to More People," in Challenges to the College and the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990a.

4 Honsberger, Harv, "Themes and Implications: A Report on the Visions from the College System," in Challenges to the College and the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990c.

5 Ross, Irene, "Mini-Scanning the Future," in Challenges to the College and the College System. Background Papers. (Toronto: Ontario Council of Regents) 1990.

Once these sources had identified and discussed many of the issues confronting the colleges, research was done by Study Team members and others to add clarifying detail and breadth. The background papers of the other Study Teams were also useful in preparing our final report. Study Team 4 members met to guide and analyze this process of research and consultation.

Context and Objectives

As we conducted our consultations and research, a picture of the general circumstances facing the colleges in the 21st century began to emerge. The twin pressures of demographic change and technological change have been well documented and are the subject of considerable agreement. These pressures have been summarized in several documents[6] and include the aging of the labour force, changing immigration patterns and the increasingly multicultural character of Ontario society. Coupled with these demographic changes is the increased pressure to adapt to changes in the application of technology in the production of goods and services (termed 'hard' technological change) and in the organization of production and relations in the workplace (termed 'soft' technological change).

As noted by the Premier's Council, "The rapid introduction of new technologies, coupled with changing demographic trends in the labour force, have made continuing education and increased training an economic imperative for Ontario."[7]

Some possible implications of this need have been noted by Study Team 1. In projecting college enrolments for Study Team 1, Foot and MacNiven noted the likelihood of significant enrolment increases based on the participation of older learners. The authors concluded that

> this educational challenge of an aging society will need to be the cornerstone of the community college system in Ontario if it is to realize the full potential of the educational demands reviewed in this study.[8]

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6 See, for example, the Study Team's discussion paper, "Pressures for Change, Opportunities for Development" (Rowen, Norman, 1989); the report of the mini-scanning process (Ross, Irene, "Mini-scanning the Future," 1990); Vision 2000's environmental scan, "With the Future in Mind" (Toronto: Ontario Council of Regents, 1989); and "Future Educational/Training Requirements of Ontario's Population. Miniproject #8" contained in "The College System — An Empirical Snapshot," Empirical Features of the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990.

7 Premier's Council, Competing in the New Global Economy, (Toronto: Queen's Printer), 1988, pp. 215-216.

8 Foot, David and Maia MacNiven (1989) "The Determinants of Enrolment Rates and Enrolments in Ontario Community Colleges," in Empirical Features of the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990, p. 12.

Study Team 1's empirical research provides evidence that the demand for part-time study has been growing at a rate in excess of full-time enrolments.[9] Data from all study teams support the need for multiple points of re-entry into continuing education and training.[10]

One difficulty in providing sufficient opportunities to respond to the education and training needs of Ontario's population is created by the range of abilities and experience that learners bring to the colleges. In particular, learners' variations in skills complicate the process of enhancing their knowledge, skills and abilities. As noted in the work of the various study teams, there is considerable evidence that basic literacy levels vary considerably. It is estimated that one in six working Canadians, as well as 17 per cent of high school graduates, are functionally illiterate;[11] that 16 per cent of Ontario adults, 86 per cent of whom had been employed in the past year, are similarly disadvantaged by illiteracy;[12] that the costs of illiteracy to Canadian business are in the billions of dollars annually;[13] and that 98 per cent of all jobs require at least some reading.[14] In addition, an estimated one-third of secondary-school students leave school (and the vast majority of them enter the labour force) without a secondary-school diploma.[15]

The Study Team has also noted data collected with respect to the preparedness of current college students. A survey of language administrators reported that "39 per cent of incoming freshmen with a grade 12 diploma read at the grade 10 level or

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9 Such increases are likely to continue, even in the absence of increases in the participation rates of older segments of the population. "The College System — An Empirical Snapshot," pp. 5-6.

10 See Oppenheimer, Jo, "The Relationship Between Schools and Colleges" in Colleges and the Educational Spectrum. Colleges and Schools. Background Papers. (Toronto: Ontario Council of Regents), 1989, pp. 24-25, and sources therein.

11 Southam News, "Literacy in Canada" (1987), cited in Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges" in Challenges to the College and the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990, p. 11.

12 "With the Future in Mind," 1989, p. 65. The document also cites a 1985 survey of managers in the auto parts industry, "29% (of whom) found current workers literacy skills inadequate, while 36% perceived their workers' mathematical skills to be insufficient." (ibid.)

13 Canadian Business Task force on Literacy, cited in Rowen, Norman, "Pressures for Change, Opportunities for Development," (1989), p. 13.

14 "With the Future in Mind" (1989) p. 65.

15 "With the Future in Mind" (1989) p. 67.

below."[16] A further source of concern is college attrition rates, especially among those with basic literacy problems. The drop-out rate of students who failed a first-term English course was nearly eight times higher than that of students who successfully completed the course.[17] The overall attrition rate of approximately 43 per cent, while similar to that of U.S. institutions, is considered to be a serious and significant problem. As noted by Study Team 1, "While there is not a definitive study of the causes of attrition in Ontario's colleges, academic 'underpreparedness' of students was cited as a major factor contributing to attrition in an ACAATO survey (1988) of student retention strategies of Ontario's colleges."[18]

The majority of participants consulted by the Study Team considered the low level of student preparedness (i.e., the inadequacy of many learners' basic skills) to be a major impediment to both the quality and efficiency of college offerings.[19]

As the colleges move toward the 21st century, the provision of access will be of paramount importance to a renewal of the colleges' mandate. Throughout Study Team 4's consultations, enhancing access was viewed as central to the role that the colleges might play in developing the productive capabilities of Ontario's population.[20] Indeed, the need to provide access to educational opportunities for an

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16 Cited in Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges" (1990) p. 4.

17 Cited in Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges" (1990) p. 7.

18 Rundle, Howard, "Post-Secondary Student Attrition in Ontario's College System. Miniproject #17" contained in "The College System — An Empirical Snapshot," (1990), pp. 13-14.

19 Rowen, Norman, "Most Things to More People," (1990a).

20 "Participants overwhelmingly voiced the view that access has been and must continue to be a major (if not the major) goal (or value) of the colleges. This was seen as crucial in adjusting to two of the main pressures identified in the discussion paper; namely, technological and demographic changes. There was general agreement that the colleges have a commitment to provide programs that offer students and employers the means to deal effectively with technological change and, particularly, the applications of technology to the provision of goods and services. Coupled with changes resulting from economic and corporate restructuring in many industries, adapting to changes in technology ... is understood to require periodic updating and retraining for a broad cross section of the labour force. This process, which has been described as a process of 'lifelong learning' by some and the development of a 'training culture' by others, is seen to require the commitment of employers and governments, as well as individual learners. **Fundamentally, however, its main effect on the colleges was noted to be a requirement to provide access for learners at many different points in their working lives.**"

"Related to this is the increasing proportion of adult learners who will (or should) access the colleges. The demographic changes discussed, coupled with a commitment to lifelong learning, suggest

increasingly diverse population and the need for a commitment to 'lifelong learning' are conclusions reached by all study teams.[21]

In summary, the context considered by Study Team 4 in formulating its objectives and recommendations included: the needs for enhanced education and training for a broad cross-section of the population; the pressures that significant demographic and technological changes will place on educational institutions; and the difficulty posed by the literacy and basic skill levels of the current workforce and college student population. Identification of this context has led the Study Team to a better understanding of what is required in order for colleges to realize the broad goals of enhancing quality and access. As Harvard Professor Pat Cross has noted:

> The tough problem is not in identifying winners; it is in making winners out of ordinary people. That, after all, is the overwhelming purpose of education. Yet historically, in most of the periods emphasizing excellence, education has reverted to selecting winners rather than creating them.[22]

In light of the challenges facing Ontario's colleges, Study Team 4 concluded that the system must make a commitment to meeting a number of specific objectives. We believe that the colleges must strive to realize these objectives in order to fulfil a renewed mandate for the future.

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that college programs must be made available to larger numbers of adults whose abilities to respond to change can become a major focus of the system. While not wishing to neglect the role that the colleges play in preparing a significant proportion of secondary school graduates for the labour market, the declining proportion of this cohort, together with technological changes, led most participants to suggest that the colleges will continue to feel pressures to enhance access for older and more diverse populations." Rowen, Norman, "Most Things to More People," (1990a), pp. 2-3.

21 See Challenge 3 in The Colleges and the Changing Economy. Study Team 2 Final Report, (Toronto: Ontario Council of Regents), 1989. Also see Recommendation 4 and discussion in Colleges and the Communities. More Than an Open Door: Access and Equity in Ontario's Community Colleges. Study Team 3 Final Report, (Toronto: Ontario Council of Regents), 1990.

22 Cross, K. Patricia "Societal Imperatives," (Unpublished paper, 1984; quoted in Parnell, op. cit.); cited in Rowen, Norman, "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change," (1990b).

Objective 1: College offerings must be more learner-centred[23] and provided on a more flexible basis.

To achieve greater flexibility in college education, three important needs must be addressed. First, in order to provide more opportunities for the growing numbers of adult learners, including those who retain family and work commitments, colleges must facilitate access. Colleges can accomplish this by both increasing the availability and adapting the teaching methodologies of full-time programs to encompass a wider range of part-time offerings, while using a variety of delivery modes. As noted in a background paper prepared for Study Team 4:

> The traditional delivery system (five days a week, 25 hours a week, in labs and classrooms) is no longer appropriate for many students. More flexible and varied delivery systems are needed to motivate and prepare non-traditional students for further training or employment (e.g., part-time programs, learning resource centres, distance education, community based programs, etc.).[24]

Another background paper provides a critique of the predominant mode of delivery, in which "the student [is] relatively passive compared to the teacher."[25] The more student-centred approach that is associated with flexible delivery, through modular programming, provides the important benefit of meeting student needs and improving motivation.

> Students with inadequate preparation can spend more time on foundations without 'falling behind,' getting discouraged or dropping out. On the other hand, capable students can accelerate ... The most dramatic difference between this strategy and the conventional one is that the student must take direct responsibility for his or her learning.[26]

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23 In this paper, the terms student-centred, client-centred and learner-centred education are used interchangeably.

24 Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges" (1989) p. 6. In addition, it is estimated that over three-quarters of the approximately 200 'visions' received cited the aging of the population and the necessity of addressing the needs of this group. See Honsberger, Harv, "Themes and Implications: A Report on the Visions from the College System," (1990c).

25 Allan, George, "Alternative Delivery of Instruction in Post-Compulsory Education: A Prolegomenon" in Challenges to the College and the College System, (Toronto: Vision 2000), 1990, p. 1.

26 ibid. p. 4. The paper provides an overview of several other benefits from alternative delivery, including an ability to focus more directly on learner needs, and the opportunity for faculty to devote more time to evaluation and the development of curriculum.

A second need is for transferability of credits across the system. The college system must establish a sufficient degree of 'equivalency' so that students can accumulate credits from many institutions toward a single credential. Transferability includes being able to move within and between institutions, as well as between full-time and part-time study. This objective reflects a strong consensus of most participants in Vision 2000:

> Support was voiced for establishing consistent course and program requirements, including exit requirements, recognized and supported by the colleges, industry, government, and other stakeholders (e.g., professional associations, universities). This would include how programs (and diploma requirements) are defined and what constitutes a 'credit.' This was viewed as of particular importance by those who see the need for transfers by learners; between programs, between colleges or between colleges and universities. In addition, most participants felt strongly that access for many learners will require the flexibility that comes from being able to 'stop out'; i.e., acquiring credits toward a credential over a period of time and conceivably at more than one institution. Such consistency would also address equivalence of offerings be they designated as 'full-time' or 'part-time.' Consistency in program requirements is thus viewed as essential to assuring employers and learners that an equivalent level of quality has been attained.[27]

A third and related need is for appropriate opportunities for advanced training. Neither our consultations, nor the visions we received, call for colleges to undertake a university transfer function similar to the Quebec and B.C. models.[28] However, there is considerable evidence that additional forms of post-diploma studies within colleges would be beneficial.[29] The Study Team believes that more

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27 Rowen, Norman, "Most Things to More People," (1990a), p. 6. See also Gill, Audrey, "Role of the Colleges in the Changing Economy. Report on Consultation," in Colleges and the Changing Economy. Background Papers. (Toronto: Ontario Council of Regents), 1989; and Park, Michael, "Expanding the Core," in Challenges to the College and the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990, for corroboration of this need for consistency.

28 See Rowen, Norman, "Most Things to More People," (1990a), and Honsberger, Harv, "Tasks and Roles in Curriculum Development" in Challenges to the College and the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990b, respectively.

29 For a more detailed discussion of the needs in this area, see the background papers prepared for Study Team 5 in Colleges and the Educational Spectrum. Colleges and Universities. Background Papers. (Toronto: Ontario Council of Regents), 1989, especially articles by Skolnik, Michael, "How Ontario's Colleges Might Respond to Pressures for the Provision of More Advanced Training"; Smith,

degree opportunities should be available, particularly for degree completion. Such opportunities, while currently limited to a small number of fields of study,[30] are acknowledged to be important to both individual learners and communities, as well as to the province as a whole, insofar as they help to meet the emerging economic challenges.[31]

Study Team 4 strongly supports the expansion of advanced training opportunities. These opportunities should be coordinated on a system-wide basis to ensure equitable access and avoid creating entirely different classes of educational institutions.

Objective 2: Colleges must provide all learners with the general education[32] and generic skills[33] that will assist their individual development, enhance their employability and provide an important social return on their education.

The centrality of this objective to the mission of the colleges was expressed by most participants in the Vision 2000 process. Study Team 4 believes it is a necessary component of any strategy that seeks to address the demographic and technological changes and the diversity in learners' basic skill levels that have been noted so often. According to participants in the Study Team's consultation, the inclusion of general education and generic skills is necessary to enhance the quality of college offerings.

Stuart, "Skilled and Educated: A Solution to Ontario's Urgent Need for More Polytechnic Programs"; and Dennison, John, "College to University—An Analysis of Transfer Credit Policy and Practice."

30 See Marshall, Robert Alexander "College-University Transfer Arrangements Existing in Ontario: (Questionnaire Results)" in Colleges and the Educational Spectrum. Colleges and Universities. Background Papers. (Toronto: Ontario Council of Regents), 1989.

31 For a more detailed discussion, see Colleges and the Educational Spectrum. Study Team 5 Final Report, (Toronto: Ontario Council of Regents), 1990.

32 **General education:** In Ontario colleges, this is the broad study of subjects and issues which are central to education for life in our culture. Centred in, but not restricted to, the arts, sciences, literature and humanities, general education encourages students to know and understand themselves, their society and institutions, and their roles and responsibilities as citizens. (Park, Michael, "Expanding the Core," [1990], p. 2)

33 **Generic skills:** These are practical life skills essential for both personal and career success. They include language and communication skills, math skills, learning and thinking skills, interpersonal skills, and basic technological literacy. (Park, Michael, "Expanding the Core," [1990], p. 2)

> The organization and delivery of programs in the colleges must reflect a consensus that the colleges adopt a broader notion of 'education,' rather than a narrower concept of 'training' ... There was a clear sentiment that employers want, and learners need, a broader base of knowledge, skills and abilities in their fields in order to contribute at a higher level and meet the challenges of competitiveness. The view was strongly expressed that a broader education would provide a more sound basis for continued (lifelong) learning and the updating and upgrading of skills likely to be necessary for most workers in most enterprises.... To do so, most participants felt strongly that a 'broadening' of program content is required.[34]

In considering this issue, the Study Team looked not only at the views advanced in our own consultations but also at the views of employers, as reported by Study Team 2.[35] Two related concerns can be stated briefly. First, the wide variety of college programming, coupled with the diversity in specific offerings, has led to confusion among prospective employers. As one of our background papers notes:

> Employers see such a widely fluctuating range of skills and knowledge in graduates from college to college, from program to program, even from teacher to teacher, that they have no idea what sort of competencies to expect from newly-hired community college graduates. Their confusion is both a tribute to the college system's diversity and a condemnation of its failure to achieve a commonly accepted general archetype of what an Ontario college graduate should be.[36]

The inclusion of general education and generic skills components in college credentialled activities (i.e., certificates, two-year and three-year diplomas) would provide an appropriate degree of consistency.

A second concern apparent from the consultations is that generic skills be developed with a view to assisting enterprises to meet the challenges of international competition and technological change.[37] Having established the four principal categories of abilities required (i.e., analytical problem-solving, functional

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34 Rowen, Norman, "Most Things to More People," (1990a), p. 4.

35 See Gill, Audrey, "Role of the Colleges in the Changing Economy. Report on Consultation," 1989.

36 Park, Michael, "Expanding the Core," (1990), p. 1.

37 Wolfe, David, "New Technology and Education: A Challenge for the Colleges" in Colleges and the Changing Economy. Background Papers. (Toronto: Ontario Council of Regents) 1989.

literacy, technological literacy, and interpersonal and social skills), a background paper concludes that

> ... technological advance involves a collective process of learning, both within the enterprise and in the broader society ... Technological knowledge and capabilities are diffused not through the sale of products or blueprints in international markets, but through national or regional communities which share a certain base of knowledge and the increments to that knowledge ... The role of the college system in transmitting the fundamental skills needed by a diverse array of learners will be critical in providing the skills and knowledge base essential for this innovative process.[38]

College credentialled programs that provide general education and generic skills must be available to all learners. The Study Team has noted that the erosion in the teaching of general education and generic skills has been due, at least in part, to funding pressures.[39] Because we wish to ensure that these aspects of college programs are an integral part of all credentialled activities, the Study Team believes that clear definitions and standards for their use throughout the college system must be provided.

An important benefit of broadening college programs is likely to be the development of some longer-term efficiencies. Specifically, we believe that as lifelong learning and recurrent training become a reality, the training times required for enhancing skill levels will be reduced because learners would have an appropriate repertoire of skills and abilities.

Objective 3: With the goal of becoming more client-centred, colleges must provide the academic services, such as assessment,[40] preparatory[41] and

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38 ibid. p. 16.

39 See Rowen, Norman, "Pressures for Change, Opportunities for Development," (1989), pp. 7-8, and Instructional Assignment Review Committee "Survival or Excellence" (Toronto: Ministry of Colleges and Universities), 1985, p. 93. Such pressures are evidenced by the differences in program hours for similarly titled programs at different colleges, at least some of which, presumably, reflect the inclusion of significantly different general education components.

40 **Assessment:** This is the process that surveys, evaluates, or assesses, for the purposes of placement within college programming, the learner and the level of readiness to learn. The goal of assessment is to provide a match between learner and educational opportunity. In this case, assessment services are not for the purpose of excluding or 'screening out' applicants. Both previous learning in a

remedial[42] programs, necessary to enhance the quality, access and efficiency of college offerings.

The Study Team has noted that the underpreparedness of many learners is a serious problem, one that will likely be exacerbated by economic, social, and demographic trends. From a policy perspective there are two alternatives. Either the colleges give students the kind of support that gives them an "opportunity to succeed, not merely to enrol"; or the colleges simply deny access by limiting enrolment to those learners who meet a certain level of preparedness.

Study Team 4 is firmly convinced that colleges must offer students both access and success. To do so, colleges must undertake a number of tasks. First, colleges must provide for the comprehensive assessment of prior learning and experience.[43] Evaluations of academic preparedness should be for the explicit purpose of program placement, rather than to exclude learners. Assessment must be accompanied by appropriate counselling and placement services.

Second, colleges must provide for a range of preparatory programs to be available to meet the needs identified through assessment. Such programs might be offered in cooperation with other providers. The diversity of needs will require a variety of approaches to ensure that learners are prepared to benefit from college programs.[44]

Third, the requirement to provide equitable access has been interpreted by the Study Team to include the need to assure potential learners that they will be treated

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formal educational environment and work/life experience need to be assessed. (Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges," [1990].)

41 **Preparatory:** Preparatory education has as a goal to get a student ready to function and be successful within courses and programs. Such educational services may be needed for those who have been out of a formal educational environment for a period of time, for those who lack skills, knowledge or attitudes necessary for success, or for those who have previously been unsuccessful in a formal educational environment. Preparatory services are needed at all levels of college activities. (Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges," [1990].)

42 **Remedial:** These are programs and services which assist students already enroled in college programs who are experiencing academic difficulty. (Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges," [1990].)

43 This has been referred to by the Steering Committee as the principle that "what people have already done or learned, counts." ("With the Future in Mind," [1989], p. 4.)

44 For a more extensive discussion of these needs and recommendations to address them, see Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges," (1990).

similarly, irrespective of which college they seek to attend.[45] Hence, in order to provide all students, no matter which part of the province they live in, an equal chance of succeeding, we believe that colleges must put in place system-wide common standards for assessment, placement and the provision of preparatory programs.

Fourth, learners will continue to need remedial opportunities, in a variety of forms, during the course of their programs.[46]

Finally, the Study Team believes that funding must be provided explicitly to meet these preparatory needs.

The Study Team expects that by providing such 'front-end' and other support services, colleges will significantly increase retention. Reducing attrition,[47] in the view of Study Team 4, would be the single most important contributor to increases in efficiency.[48]

Objective 4: Colleges must ensure that their offerings and programs are both relevant and current to the needs of the community, both learners and employers.

Through the process of consultation and discussion (including the 'visions' submitted) the Study Team has been made aware of the widespread need for 'professional development' and 'curriculum development' in order to meet the

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45 To do otherwise would be to allow for the possibility that both access and quality might vary significantly by college. This proposition was clearly unacceptable to the majority of those with whom we consulted and would appear to undermine the colleges' ability to respond to the context we anticipate. See Rowen, Norman, "Most Things to More People" (1990a), for corroboration. With reference to the services in question, Terry Dance (1990) has noted that there is a "wide discrepancy in both the mix and level of offerings among individual colleges" (p. 3).

46 See Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges," (1990), p. 3 for a listing of some existing approaches.

47 Estimated to average 43 per cent, as reported in Rundle, Howard, "Post-Secondary Student Attrition in Ontario's College System. Miniproject #17."

48 As noted in the responses to the discussion paper, "the largest efficiencies can be realized by increasing retention of students into 'upper level' courses. Most believe that the provision of front-end academic services (leading to more homogeneous entry levels), coupled with opportunities for remediation, will achieve a reduction in academically related attrition, leading to more optimal class sizes and lower costs per graduate, while increasing the quality and effectiveness of many offerings." Rowen, Norman, "Most Things to More People," (1990a), p. 16.

challenges anticipated for the colleges. As indicated in the summary of responses to our discussion paper:

> As an objective, most participants felt strongly about the need for the colleges to provide faculty, equipment and curricula that are up-to-date. Included in this is the requirement that all college employees (particularly faculty and academic administrators involved directly in program development and management) have sufficient professional development opportunities to be fully current with the 'state-of-the-art' in their respective fields, including the knowledge and ability to assist students to become fully competent in the use and application of new technologies. Similarly, the equipment used in college programs must be current and the curriculum seen as fully relevant to industry needs ... Many suggested that research and curriculum development related to new offerings and alternative modes of delivery has been lacking (and/or uncoordinated) and that, as an objective, new initiatives are required if relevancy is to be maintained and quality enhanced.[49]

The need to enhance the relevance of college offerings has been outlined in the background papers for Study Team 2.[50] Our view is that efforts to date at defining the skills and abilities most appropriate to the production of both goods and services have been understandably general. For example, addressing environmental degradation, providing alternatives for delivering health and social supports to the elderly, and developing alternative means for more effective and efficient use of energy sources will likely require knowledge, skills, abilities and perspectives that are appreciably different from some of those that colleges now offer. If college graduates are to acquire education that is relevant to the challenges of the future, they will be required to adapt to changes in the world of work. These changes may require significant differences in both what is learned and how it is learned. The relevance of a college education will be measured, at least in part, by how well colleges can instil the generic skills needed to meet these challenges.

The Study Team is of the view that with the collaboration of employers, labour, government and the various community interests, the colleges can indeed position

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49 Rowen, Norman, "Most Things to More People," (1990a), p. 5.

50 See especially, Wolfe, David, "New Technology and Education: A Challenge for the Colleges," (1989), and Mahon, Rianne, "Towards a Highly Qualified Workforce: Improving the Terms of the Equity-Efficiency Trade-off" both in Colleges and the Changing Economy. Background Papers. (Toronto: Ontario Council of Regents), 1989.

themselves to be both current and relevant to these challenges; to be proactive as well as responsive.

Objective 5: Colleges must provide for the system-wide coordination of academic standards as a basis for monitoring and improving educational quality.

The Study Team is of the view that several specific benefits would result from system-wide standards, including:[51]

- consistency of basic program features and clearly defined outcomes for all program graduates;
- a clear definition of credentials, which would assist learners in transferring credits;
- clearly defined entry standards common to all similar programs, which, together with 'front-end' academic services, would enhance the accessibility, quality and efficiency of program offerings;
- clearly defined program objectives, content and resources, which would assure that offerings are current and relevant to the needs of employers, and would serve as a focus for appropriate curriculum and human resource development initiatives;[52]
- support for individual college initiatives in the development of specific content and delivery forms which address local needs;[53] and

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51 For elaboration, see Rowen, Norman, "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change," (1990b).

52 The background paper notes "that comments by those involved in the MCU review of program standards indicated that the utility of many past provincial guidelines had been eroded over time. As the pace of technological change is acknowledged to be an important pressure ... the content of some program elements will need to be altered to ensure relevance (every three to five years, as reported in MCU April 1989:8). Additionally, the requirements for both human and capital resources to be updated are, implicitly or explicitly, based on some idea(s) of what it means to be 'current.' System-wide standards would provide a clear focus of goals to be achieved in these areas." Rowen, Norman, "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change," (1990b), p. 11.

53 As the background paper notes: "consistent guidelines would enable diversity to be a deliberate, rather than a chance, outcome. Stated differently, in the absence of common standards, differences in program content and delivery are unlikely to be systematic; whereas the development of such standards could allow a provincial body to deliberately and purposefully approve and fund college offerings which would exhibit clear differences and, therefore, be the subject of systematic study of their efficiency and effectiveness. Thus, consistency in standards may be argued to enable more, not necessarily less, diversity if this is concluded to be an appropriate objective for the system as a whole." Rowen, Norman, "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change," (1990b), p. 12.

- regular system-wide evaluations of all programs, which would focus on the objectives applicable to all similar programs, and assist with the gathering of data needed for program improvement.

Regular, system-wide program reviews are an important vehicle for quality assurance. Support for this conclusion is described in a background paper.

> The nature and extent of individual college program review is assumed to vary greatly. It was noted more than a decade ago that "the internal evaluation process in the individual colleges is weak and somewhat inconsistent,"[54] and there is little evidence to suggest this conclusion would be altered over the intervening time. The same report notes the lack of agreement on 'appropriate terminal objectives' or on models for evaluation, a view confirmed in the discussion paper on Provincial Program Standards[55] and the Report of the Accreditation Review Committee.[56]
>
> While there may be considerable disagreement as to who should be responsible for the review function and what orientation should guide it, there has been no disagreement that such a process is required or desirable for the system as a whole. It has, to this point, been assumed that individual colleges have the responsibility for assuring quality (MCU June 1989). **To suggest that system-wide program review is appropriate would be a significant departure from current practice.** The results of research and consultation undertaken by Vision 2000 suggest that **the assurance of program quality on a system-wide basis is, in fact, a desirable change.** This conclusion is evidenced from the consultation of Study Teams 2 and 4 (representing stakeholders from outside and within the colleges, respectively) and is further supported by the consultations as reported by the Ministry's discussion paper on provincial program standards. While there are numerous considerations about the scope and specificity of system-wide standards, the desire for such standards (and, it is assumed, their associated benefits) appears to be widespread.[57]

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54 Zaharchuk and Palmer 1978:69 cited in Rowen, Norman, "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change," (1990b), p. 12.

55 Ministry of Colleges and Universities, April 1989.

56 Ministry of Colleges and Universities, June 1989.

57 Rowen, Norman, "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change," (1990b), pp. 8. (emphasis in original).

Objective 6: All colleges should provide a range of 'basic' or 'core' offerings.

The Study Team feels strongly that the definition of core system-wide offerings, coupled with system-wide standards and program review, will enhance and facilitate the complementary roles of individual institutions and the colleges as a system. At the same time, such core offerings are so basic to the needs of all Ontarians that they must be available, in some form, at (or through) each institution. In some cases, availability can be ensured by cooperative arrangements; it is not necessary for every college to offer every core program or service in its own facilities.

The colleges, as a system, should agree on a range of core programs and services that are basic to their mandate.[58] However, system-wide standards should not dictate how specific content and modes of delivery might incorporate the needs of individual communities (including individual learners, employers, etc.). The Study Team joins Dale Parnell in the conclusion that "the point of access for policy makers into the teaching/learning process should be in determining **what** should be accomplished, not **how** it should be accomplished."[59]

Objective 7: Establishing a desirable relationship between access and quality requires sufficient resources. The college system must also strive to find new ways to enhance quality without reducing access.

Our interest in this area has been stimulated by several more specific concerns.[60] First, the Study Team believes that greater stability in the funding of college activities is needed. This could be accomplished by modifying the funding formula

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58 While not wanting to suggest specific offerings, it is assumed that these would include those areas which would form a foundation upon which learners and employers could build. In addition to the assessment, preparatory and remedial services cited above, basic offerings relevant to occupational clusters (such as core technology, business, social services, health, applied arts, etc.) and general education and generic skills would need to be included. We leave the specification of such offerings to the appropriate system-wide body.

59 Parnell (1985), quoted in Rowen, Norman, "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change," (1990b), p. 12, emphasis added.

60 We note that Study Team 1 has offered their own perspective on this subject and hope our views will be understood as complementary to theirs.

to one that is less enrolment-sensitive. Such a change was suggested by many participants in our consultations.[61]

Second, there is widespread agreement that several areas of college activity have been inadequately funded.[62] Many of these are mentioned in the objectives that the Study Team has outlined above, including assessment, preparatory and remedial services; curriculum and human resource development; teaching of general education and generic skills; alternative delivery methods; and program review. It is our view that such activities are now and will continue to be necessary to fulfil the colleges' mandate in the areas of access and quality. We believe such activities will provide significant efficiencies (from reductions in attrition, cooperative and alternative delivery of programs, etc.). However, it is also clear that some additional funding will be required to meet the needs and objectives we have identified.

Another important area where funding has been inadequate concerns part-time learners. Part-time enrolment ought to be strongly encouraged and the funding mechanism adjusted accordingly (rather than adjusting enrolment to suit the formula).

A third concern is that quality has, from time to time, been sacrificed to open access. There is considerable feeling that the current formula has "rewarded numbers, while hoping for quality." It is widely assumed, for example, that earlier commitments to the provision of general education were sacrificed to fiscal pressures.[63]

Improving access must be a major objective of the colleges. Our mandate, however, must similarly reflect the value of quality. Study Team 4 is of the view that there is limited room for enhancing quality and access without the necessary financial investments.

If funding is insufficient to ensure quality, enrolment may have to be limited, a result that Study Team 4 would strongly oppose. We believe that more

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61 "It was frequently noted that the preoccupation with enrolment has been an impediment to the further development of quality." Rowen, Norman, "Most Things to More People," (1990b), p. 15.

62 Rowen, Norman "Most Things to More People," (1990a).

63 See Rowen, Norman, "Pressures for Change, Opportunities for Development," (1989), pp. 7-8, and Instructional Assignment Review Committee, "Survival or Excellence," (1985), p. 93.

comprehensive assessment, placement, and preparatory activities, coupled with access to basic and core offerings, are needed to provide the foundation upon which more advanced training and retraining can build. In the context outlined above, the investment in providing more effective access is viewed as a prerequisite to addressing the advanced training needs of the economy. Enhancing initial access must be a priority in determining the desirable relationship between quality, access and funding.

Objective 8: Colleges must play a part in encouraging the greater involvement of employers in training.

The Study Team concurs with the general proposition that the development of a labour force that is highly skilled (i.e., possessing both generic and occupationally relevant and portable skills) is a social investment. One way to encourage employer involvement in this process would be through various forms of employer-sponsored training.[64] As one background paper notes, "the underinvestment in training by employers is one of several factors that combine to create a disequilibrium between the skills required and those available in the labour market."[65] Renewal of the mandate of the colleges is an important factor if labour-market needs are to be addressed adequately. In this context, direct employer involvement in a variety of forms must also be included.

Additionally, employers (and other stakeholders such as unions, professional associations, industry groups, etc.) should be afforded mechanisms for their individual and collective participation in college programming. This conclusion reflects the desires not only of individual employers or industry groups, but of internal constituencies as well.[66] Study Team 4 feels strongly that the involvement of stakeholders at the college level (through, for example, individual program advisory committees) should be complemented by their participation at a system level.

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64 See McFadyen, Craig, "Models for Increased Private Sector Financing of Training and Labour Market Development," in Additional Perspectives on the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990.

65 ibid. p. 1

66 Honsberger, Harv, (1990c) "Themes and Implications: A Report on the Visions from the College System," (1990c).

Objective 9: A decision-making structure appropriate to the mandate of the colleges is one that includes all stakeholders, both internal and external to the colleges.

This proposition reflects Study Team 4's view that, as a system, the colleges have matured. As indicated in the report on our consultations, "participants were generally agreed that, whether local or more central, decisions ought to be made with the involvement of a variety of stakeholders."[67] An important criterion in the development of appropriate structures and mechanisms is, we believe, the explicit involvement of the college community, broadly defined to include constituencies internal to the colleges as well as a range of external stakeholders.

Our discussions have indicated a number of areas where a system-wide presence is desirable. These include the academic policies cited above: namely, the provision of general education and generic skills, front-end academic services (such as assessment, preparatory and remedial offerings), standards (to provide for equivalencies for the purposes of credit accumulation and transfer, as well as common objectives for achievement), the determination of system-wide programs, and program review. We believe that, in order to be most effective, decision-making in these areas will require the participation of the variety of interests that constitute the college community.

As noted in one of the background papers, the inclusion of stakeholders, both internal and external to the colleges, in decision-making is

> predicated on the assumption that those involved in the support, education and employment of learners are in a position to collaborate in determining the kinds of objectives and experiences which will be most appropriate. (To suggest otherwise is to assume that a community of interest neither does — nor can — exist. Vision 2000, as a matter of principle, must establish the value of collaboration and propose a structure and mechanism ... which embodies that value.)[68]

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67 Rowen, Norman, "Most Things to More People," (1990a), p. 9.

68 Rowen, Norman, "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change," (1990b) p. 17.

Recommendations

The challenge facing Ontario's colleges is to achieve the goals of quality assurance and student access without sacrificing local responsiveness and system-wide flexibility. This goal has arisen because of profound changes in the needs of students, the colleges and society.

- Today's college students are older than their counterparts in the past. They come from more diverse backgrounds and have more diverse educational aspirations. They reflect the changing occupational and social structure of Ontario.
- Colleges are now mature educational institutions. Ontario's colleges have become integral elements of local communities, serving a broad range of educational functions. It is the established strength of local colleges which now provides a foundation for greater collective self-governance.
- Society is demanding more from our educational institutions. For most Ontarians, the movement towards an even more knowledge-intensive and communications-intensive society will impose new educational needs and desires.

The qualitative and quantitative significance of these changes demands an adequate response. In a world of limited resources and growing needs our solutions must be efficient. The challenge is to construct new solutions on the foundations of the hard-won expertise of existing institutions and practices.

▲ Recommendation 1

That the government and colleges work together to establish a College Standards and Accreditation Council (CSAC) that will develop and maintain standards for all college credentialled activities. The CSAC, which would report directly to the Minister of Colleges and Universities, would have legislated executive authority with respect to accreditation and numerous advisory roles with respect to the activities of both the Ministry of Colleges and Universities and the Colleges of Applied Arts and Technology.

COMPOSITION OF THE CSAC

The CSAC would provide a new, system-level opportunity for stakeholders to participate in the college system. These stakeholders would include:

- college personnel (faculty, support staff, management, governors, advisory committees)
- students and alumni
- employers

- labour
- governments (local, provincial and federal)
- professional associations
- community agencies
- other educational jurisdictions (e.g., schools, universities, etc.)

Submissions to Study Team 4 noted that the colleges are now ready to take on the task of collective standard-setting, but the process must involve significant internal and external partners to ensure 'validity' and 'accountability.' The colleges, along with the society around them, have matured. The role of the CSAC would be to renew and consolidate existing cooperative efforts by providing a more efficient and effective forum for setting academic standards at the system level. The colleges themselves, through their staff, advisory committees, and boards of governors, must continue to be the critical decision-makers who will ensure local responsiveness and accountability.

The Study Team considered whether some existing agency might work to address the need for standards. Wide involvement by the full range of relevant stakeholders was the major criterion used by the Study Team for considering which institutional body or bodies might be most effective in developing academic standards. Undoubtedly, there are conflicting as well as mutual interests when it comes to setting standards and engaging in the review processes necessary for assessing accreditation. A fully representational structure is able to take diverse viewpoints into account and provides new avenues for conflict resolution. Collective decision-making with respect to quality assurance, offers the colleges a fresh approach to leadership and accountability. In this way, the CSAC is meant to build upon the strengths of the existing structures by respecting the integrity of their perspectives within the decision-making process.

Various options were considered as ways to institutionalize the standard-setting and accreditation processes. ACAATO and its various committees were considered as an option. ACAATO does provide college personnel with an opportunity to cooperate, identify challenges and develop 'internal' responses to issues. This is a necessary, effective element of the college system. Colleges and colleagues need this type of professional opportunity. ACAATO is clearly one of the stakeholders, but it does not provide a neutral forum where all of the different constituencies could participate on an equal footing. ACAATO, with its important role for the managers of the college system, is not well suited to finding a common ground for all

participants. Indeed, it is crucial that it retain its effectiveness for its own constituency.

MCU and the Council of Regents were considered as potential sites of decision-making with respect to standards and accreditation. MCU's primary concentration is on the effective operation of the colleges. The Council is involved in the selection of board members, labour negotiations and providing medium-range and long-range strategic advice about the colleges to the Minister. Again, both MCU and the Council have meaningful roles within the system and are clearly stakeholders. However, neither body offers the focus nor broad representational structure required.

Study Team 4 found itself faced with some difficult choices and ultimately felt that a new mechanism was needed to deal with the coordination of academic matters related to quality and quality assurance. Participation by college staff, advisory committees, boards of governors, and other stakeholders in the work of the CSAC is a way to provide access to academic decision-making. This structure will increase college and college system accountability for the quality of educational offerings. It will also overcome the limited opportunities for national and provincial organizations to engage in meaningful and multi-level contact with the colleges and the college system.

FUNCTIONS OF THE CSAC

The CSAC would be assigned several functions new to the college system. In addition to those outlined below, Recommendations 2, 3, and 4 specify other roles and functions for the CSAC.

a) **To establish standards, based on learning outcomes, for all college credentials**

b) **To evaluate academic programming and services through regular, system-wide program review for the purpose of accreditation**[69]

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69 **Accreditation:** This is the process of evaluation of a program or course which determines that it meets standards and thus, credentials can be granted. In general, courses, programs and colleges can be accredited by a variety of agencies — the government and professional associations are the two most commonly involved. Currently, in Ontario, all community colleges and their programs are accredited by the government through the Ministry of Colleges and Universities and the Council of Regents.

c) **To accredit all new credentialled programs**

When the Study Team came to the conclusion that the system wanted standards for what was being offered in the colleges, we were clear that standards were the goal, but not standardization. Standards are meant to provide colleges with a description of what should be learned, but local colleges should retain their autonomy in determining how it should be taught to meet local needs.

The focus on learning outcomes means that yardsticks such as length of programs, full-time or part-time status, location of the learning (on campus or job site, for example), even mode of learning (in-class, self-directed, or via distance education means) would generally not be relevant to the setting of standards. They are all aspects of how learning takes place, but not measures of what the student learns.

Local colleges will determine the manner in which offerings meet their objectives. Diversity will be encouraged in meeting local needs. Uniformity of delivery or content is not the goal of defining standards.

d) **To determine a set of courses, programs and academic services that would constitute a core of educational offerings of all colleges**

By defining a core set of educational offerings the CSAC assists the colleges in presenting a consistent and more easily identifiable face to all Ontarians. Certainly much college educational activity will be tailored to local needs — as is the case now. However, the commitment to quality and identity must be true for both system-wide core activities and locally specific offerings. All credentialled activity must be subject to evaluation for the purposes of accreditation in order for colleges and the system to be accountable.

e) **To assist the colleges in providing reasonable access to a set of core educational offerings when not available locally.**

A number of college courses are available at some colleges and not at others. The Study Team examined the question of whether this specialization is an undue restriction on learner access. We concluded that the existing pattern of specialization reflects local needs and is likely to continue.

The Study Team is not recommending any province-wide rationalization of courses, programs or colleges. No significant efficiencies would result from such a move without considerable reductions in access — in our view, an extremely undesirable consequence. Furthermore, the limited efficiency gains from forced provincial rationalization are likely to compromise the college's mandate to be student-centred and serve the local community. Some cooperation may be desirable for nonspecialized programs with limited demand, and there is a role here for the CSAC.

The CSAC should encourage cooperation among colleges in the delivery of courses so that local specialization can continue without compromising access. In addition, other improvements in which the CSAC will be active — greater transferability, the definition of core college activities, a comprehensive college education and more learner-responsive curriculum — will contribute to improving learner access.

Study Team 4 believes that the college system has the expertise, working in partnership with employers and government, to adapt to and meet the educational demands of the future. The venue for individual, community and provincial needs to be discussed is within the structure of relationships among the college staff, the Advisory Committees, the Board of Governors and the College Standards and Accreditation Council. Rationalization would violate the community mandate of the colleges, and not provide the benefits the province and the employers want.

f) **To clarify existing college credentials**

The college 'certificate' should be awarded for learning a defined set of generic skills, general education and vocational knowledge and skills. The college 'diploma' should define an additional set of generic skills, general education and vocational learning outcomes. The diploma needs to be built upon the certificate outcomes and lead naturally from the certificate level. The current 'three-year diploma' should be defined and renamed. One suggestion of the Study Team is that the term 'master diploma' be used to describe this next level of achievement.

Other college credentials cause confusion as well, sometimes causing difficulty for learners in climbing the educational 'ladder.' College offerings should help learners to get onto this ladder, help them continue their climb, and ensure that learners are not led into an educational or career dead-end. Credentials are an important part of this educational laddering concept.

The least understood of the credentials currently offered by colleges is the 'post-diploma certificate.' Study Team 4 considered whether changing the designation of this certificate — to 'degree,' 'associate degree,' or some new term — would be helpful. We concluded that efforts to increase understanding of the credential would help in some instances; in others, the post-diploma certificate should be replaced by a new university-equivalent degree, to be granted by the CSAC. (See item [f], above.)

The Study Team intends that the principle which guides the CSAC as it determines the standards for the different credentials should be that the credential should fit the program (rather than programs being modified to fit the credential).

g) **To provide leadership in the improvement and expansion of degree-completion opportunities for college students and graduates. To expand**

opportunities for advanced education by developing a mechanism for granting a unique university equivalent degree, separate from any current university degree

Many options for providing educational opportunities beyond the college diploma were suggested and discussed. As well, this Study Team recognized that Study Team 5 was considering this need.

One idea considered at the outset of the project was giving colleges the role of preparing students for university entrance. But there was little or no support for university transfer activities in the college system. College education was seen to have a direct, distinct value.

The colleges already provide degree-completion opportunities; that is, some college graduates get some university credits for work done at colleges once they have been accepted at a university. However, the credit that universities will grant varies according to where the college work was done and where the student has been accepted. With the evolution of consistent standards, these variations in credit granted should be somewhat reduced.

Study Team 4 strongly supports the expansion of advanced learning opportunities. The CSAC could respond in several ways to the need for more educational opportunities beyond the diploma. One response would be to clarify the confusion that surrounds the existing credentials for post-diploma work done at colleges, thereby making post-diploma programs more attractive to learners and employers who might have overlooked them before.

Another response would be for the CSAC to establish a mechanism for granting degrees equivalent to university baccalaureates for work undertaken by college learners. In some cases, the work required for this new credential would be done entirely within the college system (in programs often referred to as 'polytechnic' education); in other cases, the program could combine college courses with university courses. The CSAC should assess the various offerings that may be suitable components of these degree programs and set standards for their accreditation.

The Study Team considered whether individual colleges should be given the right to grant these new degrees and ultimately felt this was not appropriate. Since the stakeholders expressed clearly that colleges should not be differentiated in terms of function or quality, the Study Team did not want to establish a structure where some colleges would grant degrees and others would not.

h) **To increase colleges' effectiveness in noncredentialled activities**

The CSAC would concern itself with credentialled college activities only. However, the Study Team recognizes that these credentialled activities are only part of the offerings and services provided to communities and

clients by colleges. Noncredentialled activities are extensive (in some cases, they are more than 50 per cent of a college's activities). Noncredentialled activities (contract services, fee for service, contract training, etc.) would not be within the jurisdiction of the CSAC. However, the establishment of standards for credentialled activities could assist colleges and their clients in several ways.

- Colleges will be seen by clients as suppliers of clearly defined, quality-assured training and education.
- Colleges will be able to assess noncredentialled training for credit towards college credentials. This would give tangible commitment to providing lifelong learning opportunities.

BENEFITS OF THE CSAC

Study Team 4 sees many benefits resulting from the implementation of this recommendation:

- improved perception of the value and effectiveness of college activities;
- increased clarity about the quality and nature of college educational opportunities;
- enhanced responsiveness to individual, community, and provincial educational needs;
- enhanced transferability of credits;
- tangible development of the concept of lifelong learning;
- increased effectiveness and efficiency;
- improved cooperation amongst colleges;
- greater consistency of college offerings;
- meaningful participation of stakeholders in college academic matters; and
- greater accountability of college system to stakeholders.

The Study Team recognizes that the process of introducing the College Standards and Accreditation Council to the already complex and delicate educational system must be handled with considerable care. Close attention needs to be paid to ensuring that the costs of transition do not outweigh the benefits. In particular, it is essential that the process for establishing the CSAC and outlining its mandate and operational parameters be open and representative.

The CSAC will consume time and resources to establish and to achieve goals. Many associated with the college system will feel that the system lacks sufficient resources or will, once again, have to sacrifice quality in order to provide the resources to establish this new structure. Some consolidation of powers and

resources of provincial organizations will have to take place in order to more effectively use those resources to achieve the goals.

In the end, it is the view of Study Team 4 that the college system has little choice except to use the necessary resources, and overcome reluctance to cooperate, in order to develop the means to deliver a clear, consistent message about its services and graduates. The greatest risk for the college system is to do nothing about the need for system-wide standards. If the college system is committed to responsiveness, accountability and self-governance, these recommendations make tangible that commitment. The Study Team feels that the time, energy and other resources required are necessary to meet the needs.

▲ Recommendation 2

The CSAC should establish as a curriculum standard the requirement that no more than 50 per cent of any college credentialled program should consist of specialized vocational courses.[70] ***The remainder of every credentialled program should consist of a combination of generic skills and general education.***

The Study Team recognizes that this recommendation would affect every credentialled program currently offered. However, it is strongly supported by people throughout the college community.

> Employers, workers, students and teachers have all told Vision 2000 that too many among the current crop of Ontario community college graduates are deficient in generic skills and general education, to the detriment of our graduates' career success and the future performance of the Ontario economy ... Employers and employer associations have also told Vision 2000 that Ontario college graduates should bear some common hallmark of academic quality, that the words 'college graduate' should have a common meaning across Ontario.[71]

Vocational skills and knowledge gain the graduate acceptance by the employer. Generic skills and general education will be used by the graduate to improve effectiveness and efficiency in the workplace. As well, generic skills and general education contribute to the learner's personal development. Considering these

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70 "The primary thrust of a vocational course is the inculcation of skills and knowledge specifically applicable to and necessary for entry into or certification within a particular job or occupational field." (Park, Michael, "Expanding the Core," [1990], p. 3)

71 Park, Michael, "Expanding the Core," (1990), p. 5

arguments, the 50 per cent maximum for vocation-specific education and the 50 per cent minimum for generic skills and general education seemed to the Study Team a correct (if somewhat arbitrary) balance.

▲ Recommendation 3

The CSAC should ensure that each college's educational offerings include defined standards for assessment, preparatory and remedial services in order to achieve the goal of 'access with success.' These services should be provided to underprepared students tuition-free.

Colleges and local school boards should create procedures that allow school boards to issue high-school diplomas for college preparatory work that meets their standards.

The Study Team considers efforts to prepare students for college work crucial if colleges are to develop the human resources needed for our economy to compete successfully in the future. Preparatory programs also increase access by enabling more would-be learners to benefit from college-level development.

Study Team 4 considered suggestions that students of whatever age should be under the jurisdiction of the secondary schools until they succeed in entering college programs. But it may be to the advantage of the learner if the colleges are directly involved in providing pre-college preparatory services. Such college offerings as General Arts and Sciences and Ontario Basic Skills build learner skills, provide information, and build readiness skills for both college vocational courses and university programs. Learners have the opportunity in a college setting to complete high school, prepare for specific college courses and acquire transferable skills and credits. Many submissions to the Study Team made the point that adults seem to prefer a college setting for these efforts.

The Study Team recognizes the substantive efforts of the secondary schools in this adult education area and recommends that school boards be represented on the CSAC. The right to issue high school diplomas for college preparatory work would remain with the school boards.

The Study Team also endorses the proposal put forward by Study Team 5 for joint, cooperative professional development activities for college and secondary-school instructors and managers. These activities would allow those people in the secondary schools with a university background to better understand the nature of the colleges' curriculum, personnel and educational strategies. As well, they would

provide a more detailed and realistic view of the secondary schools for college personnel who may be years removed from first-hand experience with secondary schools.

▲ Recommendation 4

To enable the colleges to improve both quality and access, the Study Team recommends that the government allocate funds, in consultation with the CSAC, for:

- ***the development of alternative modes of curriculum delivery***
- ***the development of college staff to effect the curriculum changes***
- ***the research necessary to identify curriculum needs, priorities and resources related to the establishment of system-wide standards.***

The CSAC would help to ensure that the curriculum and professional development implications of system-wide curriculum standards would be addressed. Once a core of educational offerings is established, the system and the individual colleges become accountable for the provision of both access and quality. If these are to be provided in a learner-centred manner, a variety of life and learner characteristics of students will need to be considered in the design of curriculum. Colleges will need to have flexible scheduling and modes of delivery.

Broad support for the development of alternative delivery methods was evident throughout the Study Team's work.[72] Alternative delivery could assist the colleges in meeting most of Study Team 4's objectives. The CSAC can provide incentives to make colleges more learner-centred by designating funding for the development of alternative delivery modes. The beneficial effects of flexible delivery on student retention, and therefore on efficiency, warrant the allocation of resources for curriculum development.

In particular, faculty and academic managers will need more intensive training in curriculum development. Many teachers have felt threatened by the movement away from the traditional classroom modes of delivery. Some feel they lack the experience, skills and knowledge to develop curriculum in alternative modes and

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[72] See Allen, George, "Alternative Delivery" 1990; Dance, Terry, "Access and Quality: Preparatory and Remedial Education in the Colleges," (1990); Honsberger, Harv, "Quality from an Instructional Perspective" in Challenges to the College and the College System. Background Papers. (Toronto: Ontario Council of Regents), 1990a; Honsberger, Harv, "Tasks and Roles in Curriculum Development," (1990b); and Honsberger, Harv, "Themes and Implications: A Report on the Visions from the College System," (1990c).

they worry that educational technology will replace them. Using educational technology in delivery still requires instructors who understand students and curriculum and who can assess the students' progress. The roles of the teacher may shift — towards designer, developer, counsellor and evaluator — but they remain significant.

Many faculty have been hired for their familiarity with content. The longer they teach, the more they need professional development opportunities to keep them current with respect to their content areas. Similarly, the longer they teach, the more important it becomes that they acquire curriculum development and student-centred skills in order that they can meet the needs of students and other clients.[73]

While the needs for curriculum development and professional development are acknowledged to be system-wide, the Study Team has concluded that the determination of how to provide the most appropriate forms for such activities should be the responsibility of individual colleges. We believe the professional development proposals set forth in "Human Resource Development in the Third Decade"[74] provide a good foundation upon which to build. The importance of curriculum development should be similarly embodied in a series of system-wide initiatives.

As the accountability for quality and access becomes shared at the college and system levels, information for decision-making and planning must be generated and shared. Each college will need to gather, analyze and interpret both local and broader information, which should be coordinated at the system level with provincial and national information in order to contribute to coordinated planning of priorities and strategies. To provide incentives for such coordination, system funding should be designated to support it.

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73 For a more extensive discussion of processes involved see Honsberger, Harv, "Tasks and Roles in Curriculum Development," (1990b).

74 Committee of Presidents, Ontario Colleges of Applied Arts and Technology, (March, 1989).

▲ Recommendation 5

Program design and delivery, learner services and funding should not discriminate against part-time learners. Funding levels must be established that will provide services for part-time learners that are at least equivalent to those available for full-time learners.

Currently, most part-time learners are expected to make use of college resources in evening or weekend studies. Many colleges attempt to compensate for the discrepancy in funding between part-time learners and full-time students by providing part-time learners with limited services and lower-cost, part-time instructors.

However, system-wide standards will require that student-centred services — assessment, preparatory, remedial and admissions — be provided to all learners on an equal basis. If the assessment services are used to match learners with educational opportunities, academic and career counselling will also need to be available.

The designation of one learner as part-time and another as full-time has led to a two-tier system that is no longer appropriate for the colleges' operating strategy. With the changing profile of learners, their needs and their availability, the colleges as well as the funding mechanism must be organized differently.

Some learners have found themselves discriminated against because of their availability and the timing and location of courses. Worse, some learners have found that, even when they gain access to the courses they want, the credits for their educational achievements are not accepted by colleges (even the college where they took the courses) simply because they took the course in the evening or some other time. For example, some colleges have claimed that credits from evening courses cannot be considered equivalent to credits from day-time courses because of the amount of time spent in the course, the nature of the services provided, or the qualifications of the instructor.

For students this situation is doubly frustrating. First they take courses taught by instructors who have been hired because they can be paid less than full-time instructors (but who nonetheless often provide excellent learning experiences) and they make do with fewer counselling, library, audiovisual and other educational services. Then they find they cannot receive the credits they require for the credential they are pursuing because of this lower level of service.

Colleges should allocate credits for their courses on the basis of learning outcomes. Making program delivery more student-centred — through flexible timing, alternative delivery modes, and modular offerings — will also assist the part-time learner.

▲ Recommendation 6

The current funding mechanism should be altered to make it less enrolment-sensitive and to recognize the interdependence of quality, access and funding.

Throughout our consultations with the college community there were calls for changes to the funding formula. While some may have been born of normal frustrations, in general, there appeared to be a consensus that the current mechanism's emphasis on enrolment creates pressures that are counterproductive to meeting learner needs.

Study Team 4 concurs with the conclusion that this is inappropriate to meeting college and learner goals. Providing for the basic educational infrastructure of the colleges (including the academic supports cited above, needed professional development, curriculum development and initiatives in alternative delivery) should be, in large measure, independent of specific enrolments or a college's position relative to its sister institutions.[75] More importantly, the resources required for such activities ought not be 'stolen' from formula allocations. Rather, the units providing these should be funded on a stable and on-going basis, whether in the form of a 'block grant' or other discrete allocation.

The Study Team wishes to reiterate the need for greater stability in funding, adequate funding for basic services and the need to consider factors beyond enrolment when allocations are determined. Incentives for efficiency in the delivery of programs (e.g., a 'graduates' factor) might encourage efforts at retention and are consistent with an orientation to 'outcomes' and 'success,' rather than solely enrolment. Similarly, funding to support alternative and cooperative delivery, the effective use of instructional technologies, and provisions to provide access to important constituencies will help enhance quality, access and efficiency as well.

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[75] Indeed, a Keynesian model might suggest that such investments might most profitably be made 'countercyclically' to college enrolments (i.e., when enrolment is declining and staff might be available).

The Study Team believes a recognition and careful examination of the relationship between enrolment, funding and quality would serve to identify those elements of the funding formula that can be altered in order to make the college system more productive.[76]

▲ Recommendation 7

Government policy needs to provide incentives and direction to encourage more employer-sponsored training.

The Study Team, as well as many of those with whom we consulted, viewed with some optimism the idea of a grant-levy system for funding the training necessary for the province's continued development. We declined to recommend this, given our uncertainty that it is the only approach worth investigating further. While we believe such a framework merits serious consideration, other approaches should similarly be considered including paid educational leaves, sectoral initiatives, and other tax-based plans.[77] Our interest, and we believe that of the system as a whole, is that additional funds necessary to meet the demands of employers for the development of their workers' skills and abilities must flow directly from those enterprises. The Study Team believes it is reasonable to expect that such resources would be most effectively allocated through the colleges as public institutions.

We believe the development of the province's human resources is a public priority. Delivery of services to meet these needs should be determined through open, representative decision-making and with public accountability. A self-governing college system based upon partnerships would fulfil that objective. We believe the private sector will have ample reason to participate and financially support this system.

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[76] In addition to these suggestions, the Steering Committee may wish to carefully consider the alternatives offered in the commentary to Recommendation #2 of "Survival or Excellence?" Report of the Instructional Assignment Review Committee (MCU, July 1985) pp. 123-124.

[77] See McFadyen, Craig, "Models for Increased Private Sector Financing of Training and Labour Market Development," (1990).

▲ Recommendation 8

The Steering Committee should adopt the following operating principles, which reflect the views of the stakeholders in the colleges, as criteria for the review and renewal of the college mandate.

- The colleges should act more as a system.
- The system should be more self-governing, and internal and external stakeholders should be directly involved in governing the system.
- Colleges within the system should be consistently equal in terms of quality of curriculum and services.
- Lifelong learning meets the need for human resource development at a provincial and individual level.
- Equality of access is an important element of all colleges' goal to provide the opportunity for lifelong learning.
- Community responsiveness is an important feature of all colleges.
- Local autonomy in decision-making and accountability is directly related to the need for community responsiveness.

Appendix 1: Members of Study Team 4

George Allan,
Professor,
Departments of Mathematics and Instrumentation,
Lambton College

Maureen Dey,
Chair,
English Department,
Seneca College

Harv Honsberger,
Executive Officer of Study Team 4, and
Instructional Development, HRD,
Sheridan College

Jay Jackson,
Technologist,
Sheridan College

Frank Lockington,
Ontario Skills Development Office,
St. Lawrence College

Keith McIntyre,
Chair of Study Team 4, and
President,
Mohawk College

Norman Rowen,
Research Consultant

Adam Sugden,
Coordinator of Pulp & Paper Engineering Program,
Sault College

Helmut Zisser,
General Manager, Federal/Provincial Relations,
Ministry of Skills Development

Terry Dance,
Dean,
Access & Program Development,
George Brown College

Roy Giroux,
Vice-President,
Education & Faculty Services
Humber College

Garth Jackson,
Vice-President,
Academic
George Brown College

Bill Kuehnbaum,
Professor,
Cambrian College, and
Vice-president OPSEU

Richard Marleau,
Professor, School of Business,
Canadore College

Pat McNeil,
Manager, Beach Tree Cafe,
Graduate of Centennial College & York University

Karen Shaw,
Executive Director, Cambrian Foundation,
Cambrian College

Bill Summers,
Manager,
Program Services,
Ministry of Colleges & Universities

Appendix 2: Chronicle of Events for Study Team 4

Study Team 4 Meeting Dates:

The following is a list of Study Team 4 meeting dates. Study Team members attended these gatherings to plan research and strategy, discuss research papers, address issues and recommendations for the Study Team's Final Report, etc.

- November 11, 1988
- December 15 & 16, 1988
- January 25, 1989
- March 13, 1989
- April 3, 1989
- May 1, 1989
- June 15, 1989
- July 6, 1989
- September 27 & 28, 1989
- December 6, 1989
- January 5, 1990

Imagine Your Colleges Tours:

In February and March of 1989, Study Team 4 members conducted "Imagine Your College" tours at all colleges. The tours were designed to familiarize each college with the purpose and activities of Vision 2000, to promote the "Imagine Your College in the Year 2000" project, and to motivate as many people as possible to become actively involved in Vision 2000. Participants at the college included the college president, union officials, College Council members, Student Council officials, and other college administrators and committees. The Study Team would like to acknowledge the invaluable role played by the **Vision 2000 Coordinators** in facilitating these college tours.

Imagine Your College Tours — 1989

Date:	Location:	Coordinator:
February 2	St. Lawrence	Robin Pepper
February 2	Sault College	Penny Gardiner
February 6,7	Seneca College	Tony Tilly
February 8	Georgian	Fred Ruemper

February 13	Conestoga	Larry Rechsteiner
February 13	Canadore	Michael Manson
February 14	Niagara	George Repar
February 15	Northern	Philippe Boissoneault
February 16	Humber	Michael Harper
February 16	George Brown	Bob Struthers
February 16	Sheridan College	Bob Bernhardt
February 20	Centennial	Margaret Kende
February 21	Cambrian	Linda Wilson
February 22	St Clair	Lynn Watts
February 22	Fanshawe	Emily Marcoccia
February 23	Algonquin	Robin Dorrell
February 27	Durham	Bonnie Ginter-Brown
February 28	Mohawk	Andy Tapajna
February 28	Confederation	Bob Mitchelson
March 1	Loyalist	Maureen Piercy
March 2	Sir Sandford Fleming	Marg Dickson
March 2	Lambton	George Allan

Regional Focus Group Meetings:

Part of the Study Team strategy for gathering reactions to the discussion paper *Pressures for Change, Opportunities for Development* was to solicit reactions through regional focus groups discussions. These focus groups involved all regions of the province and all the colleges, and were facilitated by the Vision 2000 Coordinators. There were over three hundred participants including college administrators, faculty, support staff, students and members of board of governors.

Regional Focus Groups — 1989

May 12	Confederation College in Thunder Bay
May 24	**Western Region** in Hamilton
	Fanshawe
	Conestoga
	Lambton
	Niagara
	Mohawk
June 2	**Eastern Region** in Ottawa
	Algonquin
	Durham
	Loyalist
	St. Lawrence
	Sir Sandford Fleming
June 7	**Central Region** in Toronto
	Centennial

	George Brown
	Georgian
	Humber
	Seneca
	Sheridan
June 9	**Northern Region** in Sudbury
	Cambrian
	Canadore
	Sault
June 12	St. Clair College in Windsor
June 16	Northern College in Timmins

Appendix 3: Background Papers

Study Team 4 commissioned the following research papers.

Discussion Papers:

Pressures for Change, Opportunities for Development
Norman Rowen

Responses Papers:

Themes and Implications: A Report on the Visions from the College System
Harv Honsberger

Mini-Scanning the Future
Irene Ross

Most Things to More People (Reactions to the discussion paper "Pressures for Change, Opportunities for Development")
Norman Rowen

Quality Papers:

Alternative Delivery of Instruction in Post-Compulsory Education
George Allan

Access and Quality: Preparatory and Remedial Education in the Colleges
Terry Dance

Quality: From an Instructional Perspective
Harv Honsberger

Tasks and Roles in Curriculum Development
Harv Honsberger

Expanding the Core: General Education, Generic Skills, and Core Curriculum in Ontario Community Colleges
Michael Park

Towards a Self-governing System: Some Aspects of Quality and Proposals for Change
Norman Rowen

Visions of Educational Technology in the Year 2000
John Taylor

Appendix 4: "Imagine your College" Visions/Submissions

Imagine the College System in the Year 2000 - A Proposal for Regional Colleges
Ron Chopowick, Director, Academic Services
ACAATO

Vision of the Future of Co-operative Education
College Co-operative Educators of Ontario, Submitted by Barry McGill, Chair
ACAATO Committee

Conditions, Trends, Issues that will Influence the Financial Effectiveness of Ontario's Colleges . . . in the Year 2000
College Committee on Financial & Administrative Affairs, Submitted by Robert J. Cardinali, Chair
ACAATO Committee

International Education and the Ontario Colleges of Applied Arts & Technology
College Committee on International Education, Submitted by Fred Etherden, Chair
ACAATO Committee

Access and Success, A Submission to Vision 2000
College Committee on Student Affairs, Submitted by Marilyn Stratton-Zimmer, Algonquin, Chair
ACAATO Committee

The College Placement Group Vision for the Year 2000
College Placement Group, Submitted by R. B. Armstrong, Confederation
ACAATO Committee

Learning Resource Centres and Media Centres in the Year 2000
Committee on Learning Resources, Submitted by Dora Dempster, Niagara Chair
ACAATO Committee

College Health Centres & Current Trends: Special Needs
Health Services Personnel Cmt., Submitted by Nancy Peters, Co-Chair, Sault and "Special Needs" Appendex by Alma Stebbings, Sheridan
ACAATO Committee

Learning Resource Centers: MiniScan Report (Geneva Park Conference May 1989)
Learning Resource Centers Annual Conference Participants, Submitted by Vihari Hivale, Humber
ACAATO Committee

What Should Ontario's College System (Physically) Look Like in the Year 2000
OCAAT Commitee of Plant Directors, Submitted by Richard P. Court, Mohawk, Chair
ACAATO Committee

Student Financial Aid
Ontario Association of College Financial Aid Administrators, Submitted by Christine Wolch, Chair
ACAATO Committee

MiniScan Submissions
ACAATO Conference Vision 2000 Participants

MiniScan Composite
Central Region Heads of Nursing, Submitted by Renée Kenny, Centennial, Chair
ACAATO Sub-committee

MiniScan Composite
Western Region Heads of Nursing, Submitted by Mary K. Brown, Mohawk
ACAATO Sub-committee

Role of Counselling in the Year 2000
Ontario College Counsellors Association
Submitted by Pamela Mitchell, Chair
ACCATO Committee

Establishment of Centres for Job Requirements and Training Needs
Algonquin Management Centre, Submitted by Robert Charleboise, Manager
Algonquin College

Problems and Opportunities for the Colleges in the Decade Ahead
Barry Barclay, Teaching Master
Algonquin College

Vision of the Library in the Year 2000
Bernard Brégaint, Librarian
Algonquin College

Trades and Technology Training
Bert Hopkins, Chair, Electronics Technology
Algonquin College

Visions Resulting From the Algonquin College Vision 2000 Workshop, May 10, 1989
College Academic Council
Algonquin College

Report on Exploration of Alternate Delivery of Programs
Dianne Bloor, Cathy Thom, Faculty Members, Health Sciences
Algonquin College

Preparing for Change: Dealing with the Needs of Diverse Adult Learners
M. Evans-Merrill, Department of Adult Education
Algonquin College

Access to College For All Ontarians
Marian Sinn, Adult Basic Education Department
Algonquin College

Comments for Colleges and the Community and Colleges and the Educational Spectrum
Nathan Greenfield, English Faculty
Algonquin College

Students' Basic Skills & Teacher Preparation
Phil Irving , System Administrator
Algonquin College

Resource Centre Recommendations and Ideas
Resource Centre Staff (17 participants of an April Vision 2000 Meeting)
Algonquin College

MiniScan Submission
Submitted by Norm MacKenzie, President
Barrie and District Labour Council

Suggested Improvements in Skills Development Programs
William Finkle, Chair
Belleville C.I.T.C., Skills Quinte Inc.

Mini-Sondage de Vision 2000
Denis Haché, Vice-président académique
Cambrian College

The College and its Community
Group of Administrators and Faculty
Cambrian College

Vision 2000 Your College and Its Learners
Group of Administrators, Coordinators and an Instructor
Cambrian College

Your College and the World Around It
Group of Administrators, Faculty and Support Staff
Cambrian College

College Priorities During the Next Decade
Group of Administrators, Faculty and Support Staff
Cambrian College

The College as an Employer
Group of Administrators, Instructors & Counsellors, Submitted by Linda Wilson, Director of Public Affairs
Cambrian College

An OPSEU Local Persepctive
OPSEU Local 656 - Support Staff
Cambrian College

Rapport - Vision 2000 journée d'études
Organizing Committee and 90 participants of Vision 2000 Study Days, Submitted by Glenys Lafrance, Vision 2000 Coordinator
Cambrian College

Science and Technology Programs in Cambrian College
Science and Technology Division, Submitted by Linda Wilson, Vision 2000 Coordinator
Cambrian College

A Vision of Canadore College
Canadore College Council, Submitted by Mike Manson, Assistant to President
Canadore College

Governance, Program and System Rationalization, College-Government Relationships
OPSEU Local 658 - Support Staff
Canadore College

Literacy and Literature for the College Student
Frank Gavin, President English Faculty Association
Centennial College

How to Save General Education in Ontario Community Colleges
Michael Park, English Faculty
Centennial College

Loyalist College as a Technical Trades Training Centre for Eastern Ontario
David Parker, Director, Industrial Dev. Dept., Submitted by Maureen Piercy, Director, Community Affairs, Loyalist
City of Belleville, Industrial Development Department

College Responses to Trends and Impacts in the Next Decade
Continuing Education Management Team, Submitted by Wendy Oliver, Director Continuing Education
Conestoga College

Health Care Systems Trends and Policies
Diploma/Health Sciences Program Advisory Committee
Conestoga College

Concepts of Importance to Vision 2000
Norm Socha, Faculty, Daniel B. Detweiler Electrical Skills Centre
Conestoga College

Review of Your College and Its Learners
Preparatory Studies and General Arts and Science Group, Submitted by Judith Ball, Kerina Ellitott, and Frances Painter
Conestoga College

Living Well into the 21st Century
School of Health Sciences (12 members of Ad Hoc Vision 2000 Committee
Submitted by Jeanette Linton, Chair
Conestoga College

Confederation College Statement of Vision 2000
Submitted by Robert Mitchelson, Vision 2000 Coordinator
Confederation College

Advisory Committees, General and Applied Learning, Rationalization, Applied Research
Joanne Harrack, Director, Education & Training
Connaught Laboratories

Let's Be Flexible!
David Chesterton, Faculty, Graphic Design
Durham College

The Durham College Vision
Durham College Vision, Submitted by Gary Polansky, President
Durham College

MiniScan Submissions
Marinus J. Vandermeer, Chair, Data Processing Advisory Committee
Representative of EDS of Canada
Durham College

MiniScan Submission
Midge Day, Teaching Master, Business Division
Durham College

MiniScan Submissions
MiniScan Respondants: College Students, Submitted by Bonnie-Ginter Brown,
Chair Nursing Diploma Program
Durham College

Students Modes of Instruction and Educators
Nursing Program Faculty & Students
Durham College

Your College and the World Around It- Challenges to Durham College
Stan Durrant, Manager, Ontario Skills Development Office
Durham College

Student Needs in the Year 2000
Student Services Staff
École secondaire Ste-Marie

EIC Response to Framework Document
Gunter Rochow, Senior Industrial Advisor, Labour Market Services
Employment & Immigration Canada

Vision for the Child and Youth Program
Child and Youth Worker Program, submittted by Franceen Blidner and Arlie Fulop
Fanshawe College

An Early Childhood Education Perspective
Early Childhood Education Program, Submitted by Michael Goodmurphy, Coordinator
Fanshawe College

Concerns of Fanshawe College Advisory Committee for School of Business & Applied Arts
Fanshawe Advisory Cmt., School of Business and Applied Arts, Submitted by Janet H. Stevenson, U. of Western Ontario, Chair
Fanshawe College

Industrial Skills Training Committee - Vision for the Year 2000
Industrial Skills Trg. Cmt., Submitted by Ruth Gates, V.P. Community Relations & Gail Rozell, Adult Training Coordinator
Fanshawe College

"Community" as the Key Word in Community College
Mary E. Schwartz, Teaching Master, Nursing
Fanshawe College

MiniScan Submission
MiniScan Respondants: Nursing Faculty
Fanshawe College

A Model for Counselling Services
Ron Dakin, Counselling Services
Fanshawe College

MiniScan Submission: Continuing Education Viewpoint
School of Continuing Education
Fanshawe College

Report of the Fanshawe College Vision 2000 Seminar, May 14, 1989
Vision 2000 Campus Seminar Participants, Prepared by Don Blay
Fanshawe College

Social Services Worker Program /Health Care Programsat Niagara College
Glen Brown, Chair, Niagara College Social Services Worker Program and
Gary N. Zalot, Executive Director, Niagara District Health Council

Imagine Our College : The Visioning Process at George Brown
College Vision, Submitted by Doug Light, President
George Brown College

MiniScan Submission
MiniScan Respondants: Members of Board of Governors
George Brown College

College Council Visions for the Year 2000
College Council Members, Submitted by Fred Ruemper, Chair
Georgian College

Secondary School Teachers Attitudes & Student Supply
Len Robbins, Teaching Master
Georgian College

MiniScan Submissions
MiniScan Respondants, Submitted by Wayne Busch, President
Georgian College

Georgian College as Employer in the Year 2000
Paul Tremblay, Coordinator, Mechanical/Industrial Technology
Georgian College

Role of Colleges in Rural Areas and the Relevance of Culturally Oriented Subjects
School of Design and Visual Art, Prepared by Peter Miehm
Georgian College

Engineering Technology Education in the Year 2000
School of Engineering Technology Faculty, Submitted by Charles Ivey, Teaching Master
Georgian College

Special Committee on Fine Arts
Hans Albarda, Coordinator, School of Design and Visual Arts
Georgian College (Owen Sound Campus)

MiniScan Submission
Department of Laboratory Medicine, Submitted by Brenda Grant, Administrative Co-ordinator
Hamilton Civic Hospitals, Hamilton General

Diagnostic Imaging Relating to Needs of Departments
Michael Romeo, Chief, Department of Diagnostic Radiology
Hamilton General Hospital

MiniScan Submission
Academic Council, Chairs, Associate Deans
Humber College

The Need for a Redesigned System of General Education in the College
Adrian Adamson, Teaching Master
Humber College

MiniScan Submission
Associate Dean Group, Submitted by Steven Bodsworth, Chair
Humber College

Vision of Basic Nursing Program Requirements in the Year 2000
Basic Nursing Faculty Vision 2000 Committee
Humber College

Program Rationalization
Bert White, Associate Dean Technology
Humber College

Views of Humber College Board of Governors - Students, Structure , Governance
Board of Governors, Karen E. O'Neill, Chair
Humber College

Life-Long Learning and Skills Upgrading
Bob Scott, Faculty, Human Studies Division
Humber College

Five Issues facing the CAAT's
Dave Darker, Hospitality Faculty
Humber College

H.T.L. Divison - Changes in Colleges in the Decade Ahead
Elizabeth Ashton, Dean Hospitality, Tourism, Leisure
Humber College

Technology Training and Education
J.Z. Havelka, Teaching Master, Technology
Humber College

MiniScan Submission: Contempory Nursing Assistant Views
MiniScan Respondants: Nursing Assistants and Students, Submitted by Irene Oswald, Teaching Master, Humber, N.D. Program
Humber College

Observations on Vision 2000
Joe Keating, Former College Teacher
J. D. Keating Associates

A College Response to Radwanski: First Year of University in the Colleges, New Technology in the Classroom and Honours Diplomas
Bill Lovsin, Faculty, Mathematics Department
Lambton College

Imagine Your College in the Year 2000
Lambton College Vision 2000 Study Team of Faculty members, Submitted by Judith Oliver, Nursing Faculty
Lambton College

Reporting Group: Vision 2000 ACAATO 1989
Ron Boyce, Governor
Loyalist

MiniScan Submission
Admissions Council
Loyalist College

Recycling Disposable Materials for a Cleaner Environment
Anthea Weese, Journalism Student
Loyalist College

Gazing From the Library, Anderson Resource Centre, Loyalist College
Beatrice Lo, Supervisor, Library Resources
Loyalist College

Environmental Issues Facing Society
Bert Hielema, Chair, Assessment, Appraisal, and Real Estate Advisory Committee
Loyalist College

Vision 1991 Improved Communications in the College System
David Thackray, Teaching Master
Loyalist College

College Life in the Year 2000
Kathern Bly, Advertising Student
Loyalist College

MiniScan Submissions
MiniScan Respondants: College Staff and Students, Sub itted by Maureen Piercy, Director, Community Affairs
Loyalist College

Future Changes Required in the Nursing Assistant Program and Comments on Mini Scan
Nursing Assistant Advisory Committee
Loyalist College

What Vision 2000 Might Learn by Using Travel and Tourism as a Case
Richard Mansfield, Coordinator, Travel and Tourism
Loyalist College

Focus on Relationships: Some Recommendations
CAAT Support Staff
Metro Central Region Conference, May 1989

Nursing Accreditation: A View From Outside the Profession
Michael Skolnik , O.I.S.E. (with input from the Central Region Heads of Nursing Programs)

Focus Group Report - A Model for the College System
International Activities Unit, Submitted by Maria Cioni, Director, RSIBA
Ministry of Colleges and Universities

MiniScan Submissions
24 College Students, Staff and Community Members, Submitted by Harry Greenwood, Chair, Long Range Planning Committee
Mohawk College

Defining and Implementing a Quality Education in a Community College
Alex Zahavich and Tom Sutton, Faculty
Mohawk College

MiniScan Submissions
Association of Medical Radiation Technologists, Advisory Committee Chair, and a local hospital technologist
Mohawk College

Character Skill Development Through Leisure Education
Bob Scott, Lyn Wright, Brad Doey, Leisure Education Faculty
Mohawk College

A Collective Response from the Chairman's Group
Chairs' Group
Mohawk College

Task Force on Occupational Hygiene, Safety & Environment
College Occupational Hygiene Advisory Committee, Submitted by W. Sandford, Coordinator Operations, Physical Sciences Dept.
Mohawk College

MiniScan Submission
George Lueddeke, Director, Educational Research and Development
Mohawk College

Vision 2000 MiniScan Project
Industrial Management Technology Advisory Committee, Submitted by Gerald Dunsford, Chair
Mohawk College

Financial Services Vision 2000 MiniScan
Joseph Peterson, Director of Financial Services
Mohawk College

Hospitality Training in Hamilton-Wentworth Area
Keith Nixon, Dean, Skills Development
Mohawk College

Report from the Long Range Planning Committee
Long Range Planning Committee Submission, Harry Greenwood, Chair
Mohawk College

MiniScan Submissions
MiniScan Respondants: 50 College Staff Members, Submitted by Harry Greenwood, Chair, Long Range Planning Committee
Mohawk College

Mini Scan Submissions
MiniScan Respondants: Part-Time Studies, Health Sciences Faculty
Submitted by Kate Kemp, Chair
Mohawk College

MiniScan Submission
Perinatal Nursing Advisory Committee, Submitted by Kate Kemp, Chair, Continuing Education, Health Sciences
Mohawk College

MiniScan Submissions
Sandra Black, Director of Learning Resources, Library Resource Centres
Mohawk College

Concerns in the Decade Ahead - Vision 2000 Focus Group Report
Student Vision 2000 Focus Group Retreat Participants, Submitted by Danny Arcand, Robert Lesyk and Norm Williams
Mohawk College

Technology Training for the Future
Andrew Kellner, President, Chemistry Chapter
Mohawk College Alumni Association

The Unknown Country (Dissertation to The Hamilton Automobile Club Feb. 1979)
John Panabaker, Chair of the Board
Mutual Life of Canada

Proposed College Participation in Jean Tallon Project
Bert Mills, Teaching Master, Manufacturing/Mechanical/Construction
Niagara College

Vision 2000, A Citizen's Report from Regional Niagara
Citizens of Regional Niagara, Report prepared by George Repar, Vision 2000 Coordinator
Niagara College

Vision 2000 - The Future of Ontario Colleges
Gordon McTavish, Chair, Advisory Committee on Human Resource Management and Employee of NEI Canada Limited
Niagara College

Review on the Interior Design Program at Niagara College
Interior Design Program Advisory Committee, Submitted by J. Ronald Patrick, Coordinator
Niagara College

The Educational Needs of Franco-Ontarians
Michel Parent, Project Coordinator & Administrator, French Language Services
Niagara College

Colleges and the General Education Mandate
Social Science Faculty Group
Niagara College

N.I.T.A.C.'s Perception of the Role of Niagara College in the Year 2000
Submitted by Oscar Zanatta, President & Ann Dixon Executive Mgr.
Niagara Industrial Training Advisory Corporation

Linking Community Colleges with Canadian Universities
G.S. Saini, Teaching Master
Northern College

Concerns of Student Council of Porcupine Campus of Northern College
Paul Stilges, President, Student Administrative Council
Northern College

The Requirement for a Polytechnic Education System for the Engineering Technology Divisions
OACETT, Ontario Association of Certified Engineering Technicians and Technologists

The Role of the Professional Association in the College System
OACETT, Ontario Association of Certified Engineering Technicians and Technologists

Development and Strategy Plans
Harriet Black, Former Council Member
Ontario Council of Regents

Identified Issues in Craft Education in Canada, May 1988, (Report of the Ontario Crafts Council)
Gail Crawford, Associate Editor
Ontario Crafts Council

The Development of College Faculty
George Geis, Chair, Higher Education Group
Ontario Institute for Studies in Education

The Future of the Ontario Community College System - An OPSEU Perspective
Ontario Public Service Employees Union

Accounting Programs in the Colleges in the Year 2000
Accounting Advisory Committee, Submitted by J. S. Dalgliesh, Chair
Sault College

Redefining the Role of the College System Towards Job Oriented Programs
Bruce Campbell, Faculty
Sault College

Colleges Linkages with other Educational Institutions
Charlene McClintock, Secretary to Campus Principal, Elliot Lake Campus Sault College
Sault College

Data Program Advisory Committee
Data Processing Advisory Committee, Charles Whitfield, Chair
Sault College

Integrated Childcare Services at Sault College
Early Childhood Education Advisory Committee, Charles Brown, Principal Parkland School, Chair
Sault College

Vision 2000 as Seen by the Business Advisory Committee
Finance and Sales/General Business
Advisory Board, Submitted by Norm Lyons Chair
Sault College

Our Colleges in the Year 2000
Fran Dew, Teaching Master, Business Department
Sault College

On Hopes for the College System and Glimpses of What it Will Be
Fred Case, Teaching Master
Sault College

Program Rationalization-Cooperation-Basic and General Level Students
Gary Monteith, Chair of Business
Sault College

Health Care Aide Program
Health Care Aid Advisory Committee, Submitted by Joyce Gagnon, Chair
Sault College

College Placements
Joseph Kuchma, Faculty
Sault College

The College Campus in a Small Community
Michael Delfre, Principal, Elliot Lake Campus Sault College
Sault College

Our Vision - The Office 2000 A.D.
Office Administration Advisory Committee, Submitted by John C. Walker, Chair
Sault College

Predictions for Office Administration in the Year 2000
Office Administration Department Staff, Submitted by Rose Caicco, Coordinator
Sault College

Motive Power Training
Paul Mathewson, Motive Power Advisory Committee, & Employee Sault Transmission
Sault College

Sault College and the Development of Cockburn Island
Peter Savich, Teaching Master, Computer Engineering Technology
Sault College

The Need for College-Industrial Liaison and Training
Michael Deciantis, Crothers Caterpillar
Sault College Automotive Advisory Committee

Response to Pressures for Change - Opportunities for Development
Anthony Tilly, Dean, Continuing Education Division
Seneca College

Part-time Studies in the Year 2000
Continuing Education Division Chairs Group, Submitted by Anthony Tilly,
Dean Continuing Education Division,
Seneca College

Teaching Credentials/Hiring Patterns at One CAAT: Past, Present, and Future
Corinne Falconer, Chair, Applied Arts
Seneca College

Dental Health Programs in the Future
Dental Health Programs Advisory Committee, Submitted by Beverley Kassir, Chair
Seneca College

The Role of Language Instruction in the Future
English and Communications Division, Submitted by Linda Payne, Dean
Seneca College

Vision on the College System in General & on Nursing Education
Katharine Janzen, Chair, Clinical Nursing
Seneca College

Role of Liberal Studies in Seneca College (Brief to Profile 93 Task Force)
Liberal Studies Faculty, Profile 93 Task Force Brief prepared by Diane Meaghan
Seneca College

A Vision of Seneca College and Its Nursing Program
Nursing Program Faculty, Submitted by Katharine Janzen, Chair
Seneca College

Adjustment in Funding Ratios
Technology Academic Council, Submitted by Harold N. Atkins, Chair
Seneca College

Baccalaureate Education in Technology at Seneca College
Technology Division Chairs, Submitted by H.N. Atkins, Dean
Seneca College

Art Education in the Year 2000: From the Artist's Viewpoint
Art, Craft and Design Study Team, Submitted by Bobbi Wagner, Teaching Master, Illustration
Sheridan College

Double Vision
Brian Lyons, Co-ordinator, Business Studies
Sheridan College

Literacy, Numeracy and the Nature of the Student: 2000 A.D.
College Council, Submitted by Jack Quistwater
Sheridan College

Vision for Sheridan's Burlington Campus in the Year 2000
Faculty of Burlington Campus, Submitted by Shirley Adams, Chair
Sheridan College

Proposal for a Structure of an Art School Within a Community College : Sheridan
Frank Newfeld, Teaching Master, School of Visual Arts
Sheridan College

Sources of Funding for Sheridan College
Gary Closson, Chair, Funding Sources Focus Group
Sheridan College

Ethics - A Whisper Along the Corridors of Power
John Wheeler, Teaching Master, School of Visual Arts
Sheridan College

How Can We Excel in the Decade Ahead?
Margaret Samuel, Former Chair, Office Administration Program
Sheridan College

Proposal for a Centre of Excellence and Large-Scale Computer Integration Project
Robin King, School of Visual Arts
Sheridan College

Self Generated Utopian View of Photographic Education in Ontario
Stan White, Teaching Master
Sheridan College

MiniScan Submissions from Sheridan Support Staff Development Day , March 1989
Support Staff
Sheridan College

Advocating Accessible Education Through Teacher Training
Ted Bangay, Director, Computer and Technical Services
Sheridan College

Student Entrepeneurship
Victor Tanti and Greg Syrota, Students
Sheridan College

Sheridan College Vision 2000 Faculty Workshop Submission
Vision 2000 Faculty Workshop Participants, Submitted by Robert McElhinney, Instructional and Human Resource Development
Sheridan College

Role of General Education
Dean Haggerty, Department Administrator, Arts and Science Department
Sir Sandford Fleming College

Relationships Between Colleges and Universities
Paul Smith, Director of Planning and Staff Development
Sir Sandford Fleming College

A Vision of the Future of Community Colleges in Ontario : Responsiveness or Stability
Academic Council, Submitted by Gaston J. Franklyn, Chair
St. Clair College

Vocational Education & General Education: Friends or Foes?
Bruce McAusland, Former President
St. Clair College

The Multiple Mission of Colleges
Bruce McAusland, Former President
St. Clair College

Highlighting the Importance of Feedback for Growth and Excerpts from "Grow or Die"
Theresa Lapierre, Faculty
St. Clair College

Our College in the Year 2000
Business Programs Advisory Committee, submitted by Dianne Beattie, Chair & Jay Ertel, Administrative Liaison
St. Clair College, Thames Campus

"Imagine Your College -Your College and Its Community"
Developmental Services Worker Program Advisory Committee
St. Clair College (Thames Campus)

Student Services in St. Lawrence College
Alice Dunn (Manager) and Bill Woods (Student)
St. Lawrence College

A Vision of Human Resources in the Year 2000
Betty Boone, Human Resources Department
St. Lawrence College

Serving the Part-time Learner
Brian Hoobin, Chair, Marketing and Continuing Education
St. Lawrence College

College Forum Responses to MiniScan
Campus Vision 2000 Forum Participants
St. Lawrence College

College-Industry Relations
Computer Engineering Technology Advisory Committee
Submitted by Michael J. Irwin, Mgr., Information Network Development
St. Lawrence College

Vision 2000 and Special Needs Students
Gail Easton, Teaching Master
St. Lawrence College

Dreaming . . . The College in the Year 2000
Gurjit Gill, OSDO Consultant
St. Lawrence College

MiniScan Submissions
Health Services and Human Studies Advisory Committee
St. Lawrence College

Staff Responses to MiniScan
MiniScan Respondants: College Staff (96 respondants) Summary Submitted by
Robin Pepper, Vision 2000 Coordinator
St. Lawrence College

MiniScan Submissions
MiniScan Respondants: Community Members, Submitted by Robin Pepper, Vision 2000 Coordinator
St. Lawrence College

St. Lawrence College in the Year 2000 - Quality Education
Nathalie Sorensen, Teaching Master
St. Lawrence College

General Arts and Science and Vision 2000
Robert Parkin, Teaching Master
St. Lawrence College

Quality Education - A Contribution to Vision 2000
Robert Parkin, Teaching Master
St. Lawrence College

Summary Report from the Vision 2000 Process at St. Lawrence College
St. Lawrence College Visions, Submitted by Robin Pepper, Communication Manager/
Vision 2000 Coordinator
St. Lawrence College

Responding to the Needs of Gerneral Level Students
Susan Chamberlain, Dean of Development
St. Lawrence College

Vision 2000 - Reflection on the Possibilities for Niagara College by the Year 2000
Port Colborne Chamber of Commerce, Community Futures Committee
Economic Development Commission, Economic Resource Centre Inc.
Submitted by Charles Salmon of Port Colborne-Wainfleet Economic Resource Centre Inc.

MiniScan Submission
Diane Marleau, Member of Parliament
Sudbury, Ontario

The Teaching of English as a Second Language in a College Setting
Members, TESL, Ontario, Submitted by Ernest V.C. Harris, President
Teachers of English as a Second Language Association

Health Care Programs
Alison Hunter, Health Planner/Executive Assistant
The Credit Valley Hospital, Mississauga

Vision 2000 MiniScan Project
Wm. A. Allen, Co-ordinator of Alternative and Continuing Education
The East Parry Sound Board of Education

Response to Vision 2000 Booklet
Andra McArtney
Trent University